JULIET: Journal of English Language and Literature
VOL. 1 No. 1 Februari 2024
e-ISSN:xxxx-xxxx

Cooperative Script Method: A Study of to Improve Secondary Students' Reading Comprehension on Descriptive Text

Rezkiah Hartanti[1], Agus Rahman[2], Rosiana Rosiana[3], Dian Saputra[4]
[1,2,3,4]Universitas Muhammadiyah Sorong, Indonesia

[1]rezkiahrafkah89@gmail.com, [2]rahmanagus352@gmail.com, [3]rosrosiana28@gmail.com, [4]dian.ums14@gmail.com

*rezkiahrafkah89@gmail.com

Abstract

This research was conducted to find out whether the use of cooperative script method improve students' reading comprehension on descriptive text. The researcher used quantitative method with the design was quasi experimental exactly nonequivalent design with two group pre-test post-test design. The population of this research was taken at 249 students in the second grade of Madrasah Tsanawiyah Negeri Model Kota Sorong and the sample of this research was Class VIII C and VIII E that each class consist of 30 students. There was significant difference between pretest and posttest in experimental group and control group. The result showed that the mean score post-test of experimental group (88.8) was higher than the mean score post-test of control group (57). To compare the two result between experimental and control group, the researcher used t-test formula and the result of t-test formula was 8,33572. By using the degree of significance 5% or 0.05 in the table it was obtained 2,0017. Thus, alternative hypothesis (H_1: 8,33572> 2,0017) was accepted because t-test value was higher than t table value. Therefore, the researcher concluded that cooperative script method can improve students' reading comprehension on descriptive text.

Keywords: *Reading Comprehension, Descriptive Text, Cooperative Script Method*

INTRODUCTION

Reading is one of the four language skills that must be mastered by students. It plays an important role in classroom learning, as nearly all subjects apply reading activities in school. Through this activity, students can enhance their language skills and gain valuable experience (Wael, Asnur, & Ibrahim, 2018). They acquire the information and ideas necessary for a comprehensive understanding before delving into the subject matter (Akib & Patak, 2018). Moreover, the ability to comprehend the content of the reading itself is crucial for obtaining information and understanding the facts presented (Wael, Saputra & Kamaluddin, 2023).

Reading comprehension is an activity where the reader captures and discovers the idea or meaning of a text. It is the skill of understanding and interpreting information correctly from a text. According to Somadayo (2011), reading comprehension is an active process of understanding the meaning conveyed in a text through the reader's insight and knowledge connected to the text. Comprehension in reading is essential because it ensures that readers truly understand what they read, making their reading meaningful. Reading comprehension is defined as the level of understanding of a text. And it helps teacher in assessing their students (Hasanudin, *et al.*).

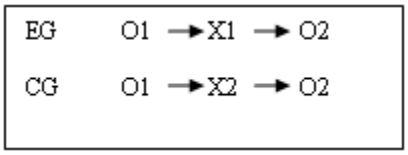
The purpose of reading comprehension is to quickly understand the text that has been read. However, researchers have observed that many students can read fluently but struggle to comprehend the

contents of the material. This indicates a low level of descriptive comprehension among students. Some of the researchers have been done in line with the current research found the same problem, such as they find it challenging to interpret sentences within the text (Rahayaan, Azwan, & Bugis, 2016), leading to difficulties in determining the main idea and extracting information from the text (Ivantara & Manalu, 2020). When students are asked questions about the text, they often struggle to provide answers, merely reading the text without understanding it (Rahman & Rodliyah, 2022). Additionally, the presence of numerous unfamiliar words further hinders their comprehension (Rohmah & Khotimah, 2020). This issue arises from the conventional teaching methods employed by teachers, focusing solely on delivering content rather than actively improving students' skills in the classroom. Consequently, students become passive and lack motivation to learn.

To address this problem, the researchers propose a solution - the use of the cooperative script method. According to A'la (2011), the cooperative script learning model involves students working in groups, verbally summarizing the material they have learned in the classroom. Students pair up, taking turns as speakers and listeners (Majid, 2016). The speaker summarizes the material for the listener, who is responsible for listening, correcting, and highlighting the main idea. This method aligns with Slavin's (1990) assertion that cooperative script is a group learning method where students alternate roles as readers or listeners, essentially participating in different aspects of the study. The researchers anticipate that the cooperative script method can enhance students' reading comprehension of descriptive text.

METHOD

The writer employed a quantitative research methodology that allowed for the classification and analysis of concrete data. The writer aimed to determine whether there was a significant improvement in students' reading comprehension of descriptive text which after implementing the cooperative script method. The research design chosen for this investigation was a quasi-experimental research design, specifically the Non-equivalent Control Group Design. This design involves the comparison of groups that are not equivalent at the outset of the study, with one group involved 30 students serving as the experimental group exposed to the method and the other 30 students acting as the control group without this intervention. The research formulated its hypotheses based on the following considerations:



RESULT

Experimental Group

The first step involved the experimental class, comprising 30 students. The researcher made introduction and requested a moment of their time to administer a pretest consisting of 20 questions. Following the completion of the test, the researcher assessed the scores, revealing that many students struggled to answer all questions correctly. The overall pre-test results were unsatisfactory, with some students obtaining particularly low scores. Specifically, one student scored 10, two students scored 15, and only one student scored 40. Additionally, three students scored 20, five students scored 25, and five students scored 30. A considerable number of students scored 35. The total pretest score was 855, with a mean score of 28.5. Consequently, the researcher deemed the pretest scores of experimental group as low.

Following the administration of the treatment and the completion of the post-test, the researcher examined the results. The post-test scores demonstrated improvement, with six students achieving a score of 100, eight students scoring 95, four students scoring 90, three students scoring 85, four students scoring 80, and three students scoring 70. Only one student scored 60. The total post-test score was 2665, with a

mean score of 88.8. Subsequently, the researcher classified the results into five categories: Excellent, Good, Fair, Poor, and Very Poor. The distribution of categories is presented in the table below, indicating the percentage of students falling into each category.

Table 1. Percentage of Students Scores of Experimental Class

Score	Classification	Pre-test		Post-test	
		Frequency	Percentage %	Frequency	Percentage %
80 – 100	Excellent	0	0	26	86,6
70 – 79	Good	0	0	3	10
60 – 69	Fair	0	0	1	3,33
50 – 59	Poor	0	0	0	0
0 – 49	Very Poor	30	100	0	0
Total (Σ)		**30**	**100 %**	**30**	**100%**

The table provides a comprehensive analysis of the percentage distribution of students' scores in the experimental class both before and after the application of the method. This breakdown, categorized into different score ranges, offers valuable insights into the effectiveness of the intervention and the subsequent shifts in students' performance. In the "Excellent" category (80-100), it is noteworthy that no students initially achieved this classification in the pre-test. However, following the intervention, a remarkable improvement was observed, with 86.6% of students demonstrating an Excellent performance in the post-test. Turning to the "Good" category (70-79), none of the students fell within this range during the pre-test. Nevertheless, the post-test results indicated a positive shift, with 10% of students achieving a Good classification. Next, the "Fair" category (60-69) exhibited no students classified as Fair in the pre-test. Post-intervention, a modest percentage (3.33%) of students reached the Fair category, indicating some improvement in this range. While the shift is less pronounced compared to other categories, it still suggests a positive impact on students' reading comprehension skills.

Further, in the "Poor" category (50-59), no students scored in this range in either the pre-test or post-test, implying that the Cooperative Script Method effectively prevented students from falling into a lower classification. Examining the "Very Poor" category (0-49), the pre-test revealed that all students were initially classified as Very Poor, highlighting a substantial need for improvement. However, after the intervention, there were no students remaining in the Very Poor category. This significant improvement underscores the efficacy of the method in lifting students from a low level of understanding to more satisfactory levels of comprehension. The analysis demonstrates a clear trend of improvement across all categories following the implementation of the method. It is effectively addressed the initial challenges in students' reading comprehension, leading to a substantial enhancement in their performance. This positive outcome suggests that the method is a valuable approach to improve students' reading comprehension of descriptive texts in an educational setting.

Control Group

The subsequent phase involved the control class, comprising 30 students. Similar to the experimental class, the first session involved administering a pre-test, presented in multiple-choice format. It showed several students performed well in the pre-test, with five students achieving a score of thirty.

However, the majority of students obtained scores below thirty, and some even received low scores. And only one student scored forty. The cumulative pre-test score was 860, with a mean score of 28.6.

Upon conducting the post-test, a marginal improvement in students' scores was observed. Three students achieved a score of 70, two students scored 75, five students scored 80, one student scored 85, three students scored 90, and one student scored 95. A student received a score of 70, while two students scored 60, one student scored 65, and another student scored 55. Additionally, two students scored 45, one student scored 50, one student scored 35, three students scored 25, two students scored 20, and two students scored 15. One student received a score of 10. The total post-test score was 1710, with a mean score of 57. This indicates a significant improvement in scores for students. These scores can be classified into percentage categories as follows:

Table 2. Percentage of Students Score of Control Group

Score	Classification	Pre-test		Post-test	
		Frequency	Percentage %	Frequency	Percentage %
80 – 100	Excellent	0	0	10	33,3
70 – 79	Good	0	0	4	13,3
60 – 69	Fair	0	0	3	10
50 – 59	Poor	0	0	2	6,66
0 – 49	Very Poor	30	100	11	36,6
Total (Σ)		**30**	**100 %**	**30**	**100%**

The table provides a detailed breakdown of the percentage distribution of students' scores in the control group before and after the application of the method. This categorization is based on different score ranges, offering insights into the changes in students' performance levels. In the "Excellent" category (80-100), no students attained this classification in the pre-test, whereas after the intervention, 33.3% of students demonstrated an Excellent performance in the post-test. Likewise, the "Good" category (70-79) showed similar patterns, with no students falling into this range during the pre-test, but post-intervention, 13.3% of students achieved. This shift suggests a positive impact on students' abilities to comprehend descriptive texts, reflecting the effectiveness of the applied teaching method.

Moreover, examining the "Fair" category (60-69), no students were classified as Fair in the pre-test, but post-intervention, 10% of students reached the Fair category. This indicates a modest improvement in this range, emphasizing the positive influence. In the other hand, the "Poor" category (50-59) saw no students scoring in this range during the pre-test. After the intervention, 6.66% of students fell into the Poor category, showcasing a minor shift in performance. And "Very Poor" category (0-49), all students were initially classified as Very Poor in the pre-test, highlighting a substantial need for improvement. Post-intervention, 36.6% of students remained in the Very Poor category, signaling that while progress was made, a significant portion of students still struggled with comprehension.

Overall revealed positive trend in the control group's performance across different categories. The method contributed to improvements, particularly in higher classifications. However, a notable percentage of students still faced challenges, emphasizing the need for further refinement or additional interventions to address varying levels of comprehension within the control group.

The Hypothesis

After obtaining the mean scores of the pre-test and post-test from both the experimental and control groups, the researcher utilized the T-test formula to calculate the t-test. The mean scores were input into the formula, resulting in a calculated t-test value of 8.33. To determine the significance of the test, a two-tailed test was employed with a significance level (p) set at 0.05. The t-table was then consulted to find the critical value, yielding a value of 2.00. Two hypotheses were formulated: the Null hypothesis (H0) and the Alternative hypothesis (H1). The comparison of the t-test result (8.33) with the critical value from the t-table (2.00) led to the acceptance of the alternative hypothesis (H1: 8.33 > 2.00). Consequently, it can be concluded that there is a significant difference in students' reading comprehension when utilizing the cooperative script method.

DISCUSSION

Assessing the initial scores (pre-test) of the experimental and control groups got a significant difference. Subsequently, different treatments were administered to both groups. Following the completion of the learning sessions in each group, a post-test was administered to evaluate the potential improvement resulting from the treatments. The experimental group, exposed to the method, demonstrated a notable increase in performance, contrasting with the control group, which only experienced a marginal improvement following traditional lectured instruction. The divergence in outcomes is evident in the mean scores of the post-test.

Further analysis of the post-test scores reveals a noteworthy distribution in the categories of excellence, goodness, fairness, and lower performance. The success of the method is corroborated by the theoretical underpinning provided by Slavin (1990). It encourages students to work collaboratively, alternating roles as readers and listeners during discussions. In conclusion, the utilization of the method significantly improved students' reading comprehension of descriptive texts at secondary school. The findings highlight the efficacy of this collaborative learning approach in enhancing students' understanding of complex textual content.

CONCLUSION

The post-test results revealed a notable disparity between the experimental group, instructed using the Cooperative Script Method, and the control group, which received traditional lecture-based instruction. Specifically, the mean score for the experimental group was 88.8, whereas the control group's mean score was 57. This significant difference indicates that students taught with the method achieved higher scores compared to those taught without it. The t-test analysis further substantiated this finding, yielding a t-test value of 8.33572. Referencing the t-table with a significance level of 0.5, the critical value was determined to be 2.0017 (Ha: 8.33572 > 2.0017). The acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (H0) confirmed that the treatment involving the method led to a substantial improvement in students' reading comprehension of descriptive texts. In summary, the application of the method proved effective in enhancing students' comprehension of descriptive text. The conclusive evidence from the t-test results supports the assertion that this teaching method significantly contributes to improved reading comprehension outcomes among students.

REFERENCES

A'la, M. (2011). *Quantum Teaching.* Yogyakarta: Diva Press.

Akib, M., & Patak, A. A. (2018). Investigating the motivation, participation, and achievement of students: a comparative study of gender-based EFL classroom. *International Journal of Humanities and Innovation (IJHI)*, *1*(2), 78-87.

Brown, H. D. (2004). *Language Assessment: Principle And Classroom Practices.* New York: Longman, Pearson Education, Inc.

Hasanudin, H., Akib, M., Said, E., Wael, A., & Hartanti, R. (2023). Students' motivation in reading test responses washback effect on learning in higher education. *KnE Social Sciences*, 54-71.

Ivantara, E. P., & Manalu, D. B. (2020). The Effect of Using Cooperative Script on Student's Reading Comprehension at Grade Elevent of SMA Negri 2 Pematangsiantar. *Acitya Journal of Teaching and Education*, *2*(2), 82-94.

Majid. M. (2014). *Strategi Pembelajaran (Learning Strategy)*. Bandung, Indonesia: PT. Remaja Rosdakarya.

Rahayaan, I., Azwan, A., & Bugis, R. (2016). The students' writing ability through cooperative script method. *Jurnal Retemena*, *2*(2), 1-11.

Rahman, A., & Rodliyah, R. S. (2022). Using cooperative script to enhance students' Comprehension of Narrative Text. *Jurnal Penelitian Pendidikan*, *22*(3), 315-327.

Rohmah, H., & Khotimah, K. (2020). *Reading Comprehension with Cooperative Script*. LPPM Universitas KH. A. Wahab Hasbullah.

Slavin, R. E. (1990). *Cooperative learning: Theory, research, and practice.* Englewood Cliffs, NJ: Prentice Hall.

Somadayo, S. (2011). *Strategi dan Teknik Pembelajaran Membaca.* Yogyakarta: Graha Ilmu

Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). Exploring Students' Learning Strategies in Speaking Performance. *International Journal of Language Education*, *2*(1), 65-71.

Wael, A., Saputra, D., & Kamaluddin, K. (2023). The effect of using active knowledge sharing strategy on reading comprehension. *Qalam: Jurnal Ilmu Kependidikan*, *12*(1), 52-57.

Zimmerman, S. and Hutchins, C. (2003) *Seven keys to comprehension: How to help your kids read it and get it!* New York: Three Rivers Press.